

NEW JERSEY DEPARTMENT OF EDUCATION

OFFICE OF TITLE I



2015-2016 TITLE I SCHOOLWIDE PLAN*

*This plan is only for Title I schoolwide programs that are not identified as a Priority or Focus Schools.

SCHOOLWIDE SUMMARY INFORMATION - ESEA§1114

DISTRICT INFORMATION	SCHOOL INFORMATION
District: GARFIELD	School: JAMES MADISON SCHOOL #10
Chief School Administrator: NICHOLAS PERRAPATO	Address: 62 ALPINE STREET, GARFIELD, NJ 07026
Chief School Administrator's E-mail: nperrapato@gboe.org	Grade Levels: K-5
Title I Contact: GERI LEDFORD	Principal: SALLY BULGER
Title I Contact E-mail: gledford@gboe.org	Principal's E-mail: sbulger@gboe.org
Title I Contact Phone Number: 973-340-5000	Principal's Phone Number: 973-340-5039

Principal's Certification

The following certification must be made by the principal of the school. Please Note: A signed Principal's Certification must be scanned and included as part of the submission of the Schoolwide Plan.

☐ I certify that I have been included in consultations related to the priority needs of my school and participated in the completion of the Schoolwide Plan. As an active member of the planning committee, I provided input for the school's Comprehensive Needs Assessment and the selection of priority problems. I concur with the information presented herein, including the identification of programs and activities that are funded by Title I, Part A.

Principal's Name (Print)

Principal's Signature

Date

SCHOOLWIDE SUMMARY INFORMATION - ESEA§1114

Critical Overview Elements

- The School held _____10_____ (number) of stakeholder engagement meetings.
- State/local funds to support the school were \$ 4,120,492 , which comprised 98.3 % of the school's budget in 2014-2015.
- State/local funds to support the school will be \$ 4,762,515 , which will comprise 98 % of the school's budget in 2015-2016.
- Title I funded programs/interventions/strategies/activities in 2015-2016 include the following:

Item	Related to Priority Problem #	Related to Reform Strategy	Budget Line Item (s)	Approximate Cost
Internet based programs to enhance Reading fluency and comprehension	#1 and #2	yes	School wide	\$3100
Daily 5 PD	#1	yes	School wide	\$700
Technology updates	#1, #2 and #3	yes	School wide	\$15,700
Wilson Supplies	#1	yes	School wide	\$5000
Data Team	#1, #2 and #3	yes	School wide	\$2500
10 Ipads with case and mobile unit	#1, #2 and #3	yes	School wide	\$12,700
Family Involvement	#1, #2 and #3	yes	School wide	\$1280
Organizational enhancements to classroom library	#1 & 2	yes	School wide	\$5990
Level Readers Libraries	#1 & 2	yes	School wide	\$2000
				Total \$48,970

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA §1114(b)(2)(B)(ii)*

ESEA §1114(b)(2)(B)(ii): "The comprehensive plan shall be . . . - developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators (including administrators of programs described in other parts of this title), and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school;"

Stakeholder/Schoolwide Committee

Select committee members to develop the Schoolwide Plan.

Note: For purposes of continuity, some representatives from this Comprehensive Needs Assessment stakeholder committee should be included in the stakeholder/schoolwide planning committee. Identify the stakeholders who participated in the Comprehensive Needs Assessment and/or development of the plan. Signatures should be kept on file in the school office. Print a copy of this page to obtain signatures. **Please Note:** A scanned copy of the Stakeholder Engagement form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

****Add lines as necessary.***

Name	Stakeholder Group	Participated in Comprehensive Needs Assessment	Participated in Plan Development	Participated in Program Evaluation	Signature
Sally Bulger	School Staff-Administrator	X	X	X	
Sharon Clarizio	Supervisor	X	X	X	
Jill Santillo	School Staff-G.E. Teacher	X	X	X	
Joelene Lenyk	School Staff-G.E. Teacher	X	X	X	
Heather Cywrus	School Staff-G.E. Teacher	X	X	X	
Megan Tandy	School Staff-S.E. Teacher/Community Member	X	X	X	
Elly Marroquin	School Staff-ESL Teacher/Community member	X	X	X	

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA §1114(b)(2)(B)(ii)*

Jessica Ribaudó	School Staff-Computer Teacher/ School Safety Committee Chairperson	X	X	X	
William Mitchell	Family and Community	X	X	X	

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA §1114(b)(2)(B)(ii)*

Stakeholder/Schoolwide Committee Meetings

Purpose:

The Stakeholder/Schoolwide Committee organizes and oversees the Comprehensive Needs Assessment process; leads the development of the schoolwide plan; and conducts or oversees the program's annual evaluation.

Stakeholder/Schoolwide Committee meetings should be held at least quarterly throughout the school year. List below the dates of the meetings during which the Stakeholder/Schoolwide Committee discussed the Comprehensive Needs Assessment, Schoolwide Plan development, and the Program Evaluation. Agenda and minutes of these meetings must be kept on file in the school and, upon request, provided to the NJDOE.

Date	Location	Topic	Agenda on File		Minutes on File	
July 2014 –February . 2015	District Leadership Mtg.- M.S./Curriculum Office	Needs Assessment	X		X	
Feb. 2015	District Leadership Mtg.- M.S./Curriculum Office	Program Evaluation	X		X	
May 2015	District Leadership Mtg.- M.S./Curriculum Office	Plan Development	X		X	
Sept. 2014 – Feb. 2015	Design Team/Data Team Mtg. – School #10	Needs Assessment	X		X	
May 2015	Data Team Mtg. – School #10	Program Evaluation	X		X	

****Add rows as necessary.***

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA §1114(b)(2)(B)(ii)*

School's Mission

A collective vision that reflects the intents and purposes of schoolwide programs will capture the school's response to some or all of these important questions:

- What is our intended purpose?
- What are our expectations for students?
- What are the responsibilities of the adults who work in the school?
- How important are collaborations and partnerships?
- How are we committed to continuous improvement?

What is the school's mission statement?	<p>James Madison School #10 shall strive to offer the highest quality of education, designed to provide a level of excellence that will enable all students to realize their intellectual and personal goals. This process shall entail the search for truth and a respect for scholarship and learning. The district shall offer an environment that values cultural diversity and respects individual differences with no tolerance for bigotry. The school is committed to the development of a partnership in education; integrating the interests of students, parents, staff and community leaders. This educational process shall develop responsible young people who are capable of effective and meaningful career decisions.</p> <ul style="list-style-type: none">• To develop an environment which addresses each student's unique nature and learning ability.• To develop a learning environment which is accepting of and has appreciation for the cultural diversity of students, staff, and community.• To provide the most effective way of delivering quality education to enable each student to achieve their fullest potential.• To encourage creative expression and the recognition of communicative, practical, and aesthetic arts.• To provide opportunities for the development of each student's character, sense of
--	---

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA §1114(b)(2)(B)(ii)*

	<p>self-worth, respect for authority, and knowledge of their mental, physical, and emotional health.</p> <ul style="list-style-type: none">• To develop an opportunity for the application of ever-changing technology.• To encourage staff members to utilize opportunities for keeping abreast of new trends in education.• To develop an environment which addresses each student's unique nature and learning ability. <p>James Madison School #10's definition of student achievement is a combination of improved standardized test and local assessment scores, confidence in academic, physical and social situations, ability to communicate effectively, respect for scholarship and learning, respect for individual differences, the ability to apply new skills to real life applications and the capability to make responsible decisions.</p>
--	--

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

Evaluation of 2014-2015 Schoolwide Program *

(For schools approved to operate a schoolwide program in 2014-2015, or earlier)

Did the school implement the program as planned?

This year's program was designed to focus on the improvement of student comprehension and reading confidence. Analysis of ELA NJ ASK data was used to drive instruction and Performance Matters data was used to assist in mathematics support. Extended day support for at risk student was provided to target PARCC readiness skills. Grade Level/Common planning time (PLCs) was scheduled for teachers to examine classroom activities in relation to CCSS, differentiated planning and increased rigor. Gaining a greater understanding about reading comprehension through fluency and benchmark assessments was supported with information from the Professor In Residence (PIR) from William Paterson University and utilized for Student Growth Objectives (SGOs). An after school family literacy program was offered to families to support sustained reading between the school and home. Wilson Reading System was provided in small group/individual settings for identified students struggling with phonemic awareness. Kindergarten teachers were trained in Wilson FOUNDATIONS for implementation daily into classroom routines. Classroom libraries were supplemented through Title 1 funds to increase the amount of leveled books and leveled books focusing on informational text. PIR assisted with professional development of staff to begin completing Independent Reading Level - Assessments (IRLAs). Kindergarten teacher began to implement the Daily 5 ELA program. Furthermore, the ELA and Math district curriculum alignment was revised with integrated assessments used for SGOs that reflected the CCSS on each level in order to target instruction students need to accomplish various skills.

What were the strengths of the implementation process?

The strengths of the implementation process were that each program provided was review and/or rolled out over time, allowing the teachers and the students to gain knowledge and develop skills in select areas throughout the year. ELA and Math NJ ASK and Baseline/Mid-year data was reviewed periodically to determine student growth (SGOs). The information gather allowed teachers to identify at-risk students that needed to participate in the extended day programs. The fairly new reading series in grades 1-3 provided a wealth of teaching tools to support differentiated instruction, guided reading, measure reading fluency/comprehension and monitoring

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

ongoing progress through benchmark assessments. Also, the PIR worked with the teachers to support the development of effective SGOs, maintaining running records on student fluency (Gr.1-3), and furthered leveling classroom libraries based on various reading abilities. Wilson Reading System allowed students to develop phonemic understanding throughout the year in a small group setting, helping to reduce the gap these students faced in the regular education classroom setting for reading. Furthermore, the revised ELA and Math curriculum alignment with pacing guides, along with the integrated assessments based on the model curriculum, supported a greater understanding of the depth of the CCSS in order to provide the students the necessary tools needed to accomplish various skills in a timely manner. The family literacy program promoted the importance of continual reading between the school and home and nurtured children and parents reading together.

What implementation challenges and barriers did the school encounter?

Barriers for implementing some of the programs were time due to PARCC implementation, additional need for PD, and loss of the school facilitator.

What were the apparent strengths and weaknesses of each step during the program(s) implementation?

The building made huge gains in adjusting some areas of the reading programs to use the resources in a more successful manner with the help of the PIR. The leveling of libraries and the understanding of the IRLA assessments were tremendously eye opening for the staff. The Performance Matters data that was reviewed brought standards and student assessment analysis to the forefront of the grade level conversations. The change of the facilitator mid year created some confusion and stalling of some steps and our momentum was interrupted with our first administration of the PARCC.

How did the school obtain the necessary buy-in from all stakeholders to implement the programs?

The school obtained necessary buy-in from all stakeholders because each of the initiative instituted was based on district leadership team feedback, Design Team/Data Team input, teachers/parent feedback, surveys, and student progress (i.e. NJ ASK results, Baseline assessments, SGOs). During common planning time/grade levels (PLCs), faculty meetings, and/or facilitator meetings, these initiatives were discussed to address any questions and concerns with their implementation. Furthermore, each program was reviewed regularly throughout the year to help support teachers in need of additional PD in select areas.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

What were the perceptions of the staff? What tool(s) did the school use to measure the staff's perceptions?

Overall, the perception of the staff was positive. Many of them were aware of each initiative prior to implementation and understood why they were being incorporated during the school year. Teachers unsure or unclear of various programs taking place were addressed during grade level meeting for clarification and understanding on how each program would work and the aspect of what they would implement. Tools used to measure the staff's perception were grade level and Design Team feedback.

What were the perceptions of the community? What tool(s) did the school use to measure the community's perceptions?

Overall, the community was supportive of the various initiatives, as evidenced during discussions at Home and School meetings, and parent/teacher conferences. Tools used to measure the community's perception were Home and School meetings and parent feedback. The leveling of the students through the IRLAs and supported by the Funds for the level libraries made parents a partner in the learning process.

What were the methods of delivery for each program (i.e. one-on-one, group session, etc.)?

Most programs were provided/discussed/analyzed during grade level meetings. SGOs and PDPs and often PD particular to supplementing the Reading resources were one-to one with staff. The methods of delivery for each program varied, depending on the information needed to be explained and individual teacher's needs. Writer's Workshop was discussed during group grade level. Reviewing of ELA and Math NJ ASK and Baseline data occurred in September to develop SGOs during group grade level meetings and a mailing went home to families on their individual child's progress for NJ ASK. The delivery of the Wilson Reading System evolved over a few years from the Child Study Team and Federal Programs Department, with having different individual teachers trained on the system each year. Initiatives supported by the PIR (i.e. running records for fluency, reading levels and comprehension), were communicated throughout the year during grade levels and a professional day. Introducing the revised ELA and Math curriculum alignment with pacing guide and assessments in the Fall was rolled out to the staff during faculty meets and broken down into individual levels during group grade level meetings. The Family Literacy program was offered to parents/students through an explanatory form sent home to determine interest in the extended day intervention.

Also, the PIR worked with the teachers to support the development of effective SGOs, maintaining running records on student fluency (Gr.1-3), and began leveling classroom libraries based on various reading abilities. Gaining a greater understanding about reading comprehension through fluency and benchmark assessments was supported with information from the Professor In Residence (PIR) from William Paterson University and utilized for Student Growth Objectives (SGOs).

How did the school structure the interventions?

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

The school broke each intervention down by tasks and evolved each task to assist the staff in understanding the purpose and the effectiveness of each intervention. The evolution of the interventions depended upon the teachers grasp and ownership of the intervention. The leveling of the libraries was completed by staff for the teacher and then the IRLAs were introduced. Math interventions presented by the analysis of Performance Matters data, each grade reviewed the data and reformed the interventions for student success.

How frequently did students receive instructional interventions?

Frequency of instructional interventions was based on individual programs. The Writer's Workshop process occurred a minimum of two times per week, approximately 40 minutes each day, throughout the school year with the students in grades 1-5. Each reading unit encompasses guided reading and measured reading fluency/comprehension that was monitored through benchmark assessments given bi-monthly. The Wilson Reading System program intervention was at least three times a week, approximately 90 minutes each day, in small groups for struggling readers. Tutorials occurred weekly throughout the school year for 30 minutes and the NJ ASK After School Extended Day program took place once a week for an hour in ELA and Math over two 7 week cycles. The Family Literacy program was offered once a week for two hours, over a seven week period, to parents/students in the Winter/Spring.

What technologies did the school use to support the program?

-
- SMARTBoards
- Laptop Computer Carts
- Chrome books
- iPads
- Classroom computers
- Computer Lab
- Document Camera
- Study Island, Discovery Ed., Gizmos, Ten Marks, Adapted Minds, (on-line programs)
- Reading Series online supported programs
- Model Curriculum online assessment
- PARCC online assessment generator
- Online resources

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

Did the technology contribute to the success of the program and, if so, how?

Technology played an important role in contributing to the success of various programs. The SMARTBoard assisted with classroom instruction and PD during grade levels and district in-service days. Laptops, iPads, chrome books, the computer lab, and classroom computers allowed students to develop their reading, writing and math skills, conduct research, receive virtual reality lessons, participate in online assessments, and learn in a 21 Century environment to support student growth. The IPADS were placed on a mobile cart and a schedule was created to ensure that the IPADS were in the students' hands on the teachers' lesson plans at least once a week. Furthermore, the document camera helped instruction and student development by projecting a variety of materials, books, and student work samples to share out with the class for group discussions. Each of these tools enhanced different intervention programs and extended student learning not only academically, but technologically as well.

**Provide a separate response for each question.*

Evaluation of 2014-2015 Student Performance

State Assessments-Partially Proficient

Provide the number of students at each grade level listed below who scored partially proficient on state assessments for two years or more in English Language Arts and Mathematics, and the interventions the students received.

English Language Arts	2013-2014	2014-2015	Interventions Provided	Describe why the interventions <u>did</u> or <u>did not</u> result in proficiency (Be specific for each intervention).
Grade 4	4 10%	N/A	<ul style="list-style-type: none"> • PARCC Enrichment Program • Before/After School Tutoring • Wilson Reading System • Guided Reading • Differentiated Instruction lessons • Writer's Workshop • Professor In Residence • 90 minute ELA Block • Study Island online program 	Not determined yet, as Parcc results have not been calculated.

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

			<ul style="list-style-type: none"> • Model Curriculum online tests • PARCC online test generator • Family Literacy Program 	
Grade 5	8 20%		<ul style="list-style-type: none"> • PARCC Enrichment Program • Before/After School Tutoring • Wilson Reading System • Guided Reading • Differentiated Instruction lessons • Writer's Workshop • Professor In Residence • 90 minute ELA Block • Study Island online program • Model Curriculum online tests • PARCC online test generator <p>Family Literacy Program</p>	

Mathematics	2013-2014	2014-2015	Interventions Provided	Describe why the interventions <u>did or did not</u> result in proficiency (Be specific for each intervention).
Grade 4	6 16.2%		<ul style="list-style-type: none"> • PARCC Enrichment Program • Before/After School Tutoring • 90 minute Math Block • Differentiated Instruction lessons • Math Coach • Study Island online program • Model Curriculum online tests • PARCC online test generator <p>Family Math Program</p>	
Grade 5	4 9.8%		<ul style="list-style-type: none"> • PARCC Enrichment Program • Before/After School Tutoring • 90 minute Math Block • Differentiated Instruction lessons • Math Coach • Study Island online program • Model Curriculum online tests 	

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

			<ul style="list-style-type: none"> PARCC online test generator Family Math Program	
--	--	--	---	--

Evaluation of 2014-2015 Student Performance *Non-Tested Grades – Alternative Assessments (Below Level)*

Provide the number of students at each non-tested grade level listed below who performed below level on a standardized and/or developmentally appropriate assessment, and the interventions the students received.

English Language Arts	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions <i>did or did not</i> result in proficiency (Be specific for each intervention).
Kindergarten	13 22%		<ul style="list-style-type: none"> Before/After School Tutoring Guided Reading Differentiated Instruction lessons 90 minute ELA Block Professor In Residence Center-based activities Model Curriculum online tests Family Literacy Program 	
Grade 1	17 34%		<ul style="list-style-type: none"> Before/After School Tutoring Guided Reading Differentiated Instruction lessons Fluency evaluation Writer's Workshop 90 minute ELA Block Professor In Residence Study Island online program Model Curriculum online tests Family Literacy Program 	
Grade 2	6 13.3%		<ul style="list-style-type: none"> Before/After School Tutoring Guided Reading Differentiated Instruction lessons Writer's Workshop Fluency evaluation 90 minute ELA Block Professor In Residence 	

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

			<ul style="list-style-type: none"> Study Island online program 	
--	--	--	---	--

Mathematics	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions provided <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).
Kindergarten	5 8.6%	3.6%	<ul style="list-style-type: none"> Before/After School Tutoring 90 minute Math Block Differentiated Instruction lessons Center-based activities Model Curriculum online tests Family Math Program 	A 96% proficiency in the Kindergarten EOY was recorded.
Grade 1	10 20%	13%	<ul style="list-style-type: none"> Before/After School Tutoring 90 minute Math Block Differentiated Instruction lessons Study Island online program Model Curriculum online tests Family Math Program 	Proficiency increased by 7% from the previous year. There was a staffing change midyear in one of our Grade 1 classes and a high number of the students in grade one began at this school this year without prior K experience.
Grade 2	5 8.6%	11%	<ul style="list-style-type: none"> Before/After School Tutoring 90 minute Math Block Differentiated Instruction lessons Model Curriculum online tests Study Island online program Family Math Program 	There was a 2% increase in the grade 2 non-proficient percentage.

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Interventions and Strategies

Interventions to Increase Student Achievement – Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities, Homeless, ELLs, Economically Disadvantaged	Differentiated Instruction Guided Reading Small group instruction Baseline/EOY Tests ELA/SS Performance Tasks Wilson Reading Systems Benchmark assessments Word walls Family Literacy Program Language Acquisition Collaboration (speech) 90 Minute ELA Block Writer's Workshop PARCC Afterschool Enrichment Model Curriculum online PARCC online test generator	Yes	Documentation of effectiveness is evidenced by Differentiated Instruction lesson plans, mini-observations and teacher evaluations, attendance sheets, Interim/Report Cards, supervisory reports, teacher feedback, SGO results, Baseline/EOY results, Performance Tasks results and online records of pre/post assessments on Study Island.	Anticipated outcome in Gr. K-5 is increased scores on the End of the Year assessment in comparison to the baseline assessment, preparedness for the PARCC assessment, improvement of all students' critical thinking skills and report card grades in Reading/Language Arts, and greater achievement on classroom assessments and mastery of the ELA CCSS through the support of parents and teachers collaborating. Progression of Wilson Reading Systems by Basic Skills, Reading Specialist, ESL and Special Education teachers.

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
Math	Students with Disabilities, Homeless, ELLs, Economically Disadvantaged	90 Minute Math Block Small group differentiated instruction New CCSS in Math integration (Gr. 3-5) District Baseline/EOY and Post I & II Tests Math/Science Performance Tasks Math Coach (Gr.3-5) Family Math Program NJ ASK Afterschool Enrich. Model Curriculum online PARCC online test generator Study Island online program	Yes	Documentation of effectiveness is evidenced by Differentiated Instruction lesson plans, mini-observations and teacher evaluations, attendance sheets, Interim/Report Cards, supervisory reports, teacher feedback, SGO results, Baseline/EOY results, online records of pre/post assessments on Study Island, and Performance Tasks and Post Test results	<p>Anticipated outcome is increased scores on the Math posttests and end of year assessment in comparison to the baseline assessment (SGOs), preparedness for PARCC, improvement in all students' critical thinking skills and report card grades in Math, greater achievement on district Math/Science performance tasks and classroom assessments, and mastery of the Math CCSS through the support of parents and teachers collaborating.</p> <p>Progress from pre to post assessment demonstrated on online academic program: <i>Study Island</i>, Performance Matters</p>

Extended Day/Year Interventions – Implemented in 2014-2015 to Address Academic Deficiencies

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA/ Math	Students with Disabilities	Summer Extended Year Program	Yes	Documentation of effectiveness is evidenced by attendance sheets, teacher feedback, student work samples and report cards/interim reports in upcoming school year.	The anticipated outcome is to offer every special needs student the opportunity to retain and improve their academic development level by having continuity of learning throughout the year in order to close the achievement gap.
ELA	ELLs	Title III After School Program	Yes	Documentation of effectiveness is evidenced by attendance sheets, teacher feedback, student work samples and report cards/interim reports in upcoming school year.	The anticipated outcome is to offer every ELL student the opportunity to improve their English language skills and advance their academic development level by having continuity of learning throughout the year in order to close the achievement gap.
ELA, Math, Science, Social Studies	All students	After School Tutoring		Documentation of effectiveness is evidenced by attendance sheets, teacher feedback, report cards/interim reports and student work samples.	Anticipated outcome is to provide every opportunity for all students to improve their achievement in all academic areas and on the district and state assessments.
ELA , Social Studies	All students	American History Club		Documentation of effectiveness is evidenced by attendance sheets, teacher feedback, report cards/interim reports and student work samples.	Anticipated outcome is to provide every opportunity to enjoy and comprehend non- fiction ELA.
ELA		Family Literacy Nights	Yes	Documentation of effectiveness is evidenced	Anticipated outcome is to give every opportunity to all students to improve their

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
	Students in grades K-2 (Gen. Ed., S.E., ELL)			by attendance sheets, teacher and parent feedback, report cards/interim reports and student work samples.	LAL and critical thinking skills with the support of parents and teachers trained in the program.
ELA/Math	Students in grades 3-5 (Gen. Ed., S.E., ELL)	Parcc enrichment	Yes	Documentation of effectiveness is evidenced by attendance sheets, teacher feedback, student work samples, report cards/interim reports and records of pre/post assessments on Study Island.	The anticipated outcome is to provide every opportunity to all students to prepare for the PARCC administration.

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Interventions and Strategies

Professional Development – Implemented in 2014-2015

Evaluation of 2014-2015 Interventions and Strategies

Professional Development Implemented in 2014-2015

1 Strategy	2 Content/Group Focus	3 Effective Yes-No	4 Documentation of Effectiveness	5 Measurable Outcomes (outcomes must be quantifiable)
Student Growth Objectives Workshop	All content areas K-5 Teachers & Specialist	Yes	Teacher Surveys Teacher Mini- observations Teacher Lesson Plans Running records Mid-Year/EOY, Post Test and Performance Task Results	Teacher SGOs were reviewed mid-year for progress and the final outcome was documented at the end of year to determine if objectives were reached. This information was further documented in teacher mini-observations and final evaluation summary.
Differentiated Instruction Workshops	ELA/Math Teachers of Grades 1-2, BSI and S.E.	Yes	Teacher Surveys Teacher Mini- observations Teacher Lesson Plans After School Enrichment Program lesson plans & assessments	Teachers gave positive feedback and implemented strategies learned in their classrooms utilizing differentiated instruction resources and lessons provided to support learning for various student levels and interests.
PD- Daily 5 incorporation	ELA K	YES	Teacher Surveys Teacher Mini- observations Teacher Lesson Plans After School Enrichment Program lesson plans & assessments	Teachers engaged in positive feedback about the effectiveness of the Daily 5 implementation into their Kindergarten classrooms.
Reading Disabilities Workshop: Dyslexia	ELA Grade K-3, Reading Specialist	Yes	Teacher Surveys Teacher Mini- observations	Teachers provided positive feedback and implemented strategies learned in their classrooms to determine if students struggling with reading may have Dyslexia. This

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

1	2	3	4	5
			Teacher Lesson Plans I&R,S Referrals After School Enrichment Program lesson plans & assessments	was further supported by the I&R,S team to determine if more analysis was necessary for referred students to validate the reading disability.
William Paterson Professor In Residence (PIR) Workshop: Conducting IRLAs fluency through running records	ELA K-5	Yes	Teacher Surveys Teacher Mini- observations Teacher Lesson Plans After School Enrichment Program lesson plans & assessments	Teachers provided positive feedback and implemented strategies learned in their classrooms utilizing the practice provided by the PIR. Furthermore, SGOs for grade 1 teachers, based on fluency, were reviewed for progress through ongoing running records and the final outcome was documented at the end of year to determine if objectives were reached.
Technology Workshops: IPADS in daily use	ELA & Math Study Island- Select Gr. 1-5 Teachers	Yes	Student Report cards/Interim reports, teacher feedback, Teacher Mini-observations/ Evaluations and and assessment results	The anticipated outcome was increased teacher and student proficiency in the use of the IPADS leading to improved student achievement. Mini-observations and evaluations are indicators that teachers and students are using technology more effectively to support PARCC related skills needed to participate in that assessment. Measured progress is used to drive instruction.
Design Team/Data Team weekly meetings	All content areas K-5 Teachers & Specialist	Yes	Agenda, attendance sheets, minutes, teacher lesson plan, teacher feedback and SGO results	Weekly Design Team/Data Team meetings provided vertical and horizontal articulation regarding district wide programs and cross grade level curriculum. Analysis of NJ ASK data, Baseline and Mid-year assessments, along with ongoing assessments were used to measure SGO progress and the EOY results were used to determine objectives attainment. Measured progress is used to drive instruction.
Common Planning Time/Grade Level (PLC) weekly meetings	All content areas K-5 Teachers & Specialist	Yes	Agenda, attendance sheets, teacher lesson plans, teacher feedback, benchmark results, math	Weekly grade level meetings provided vertical and horizontal articulation regarding district wide programs and grade level curriculum. Information regarding benchmark, Baseline/EOY and NJ ASK data analysis, technology

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

1	2	3	4	5
			posttests and ELA/SS & Math/Science performance task results	integration, Writer's Workshop, differentiated instruction, project based learning, district/state mandates was turnkeyed when necessary.
Curriculum Alignments & Assessment Revisions/ Development	ELA & Math Select K-5 Faculty	Yes	Attendance sheets Curriculum Alignment, pacing guide documents & assessments	Revised curriculum alignment was implemented in classrooms, along with pacing guides and assessments, according to the state mandates guidelines. Assessments were also used to measure SGOs.
Standards Solution Workshop: PARCC ELA & Math- PARCC vs. NJ ASK	ELA/Math Select Teachers of Grades 3,4 &5, including S.E.	Yes	Teacher Surveys Teacher Mini- observations Teacher Lesson Plans Performance Task Results After School Enrichment Program lesson plans, attendance sheets & assessments	Teachers provided positive feedback and implemented strategies learned in their classrooms utilizing the Standards Solution resources provided to create assessments in order to close the achievement gap as evidenced by the NJ ASK, and transition from the NJ ASK to the PARCC for the upcoming year.

Family and Community Engagement Implemented in 2014-2015

1 Strategy	2 Content/Group Focus	3 Effective Yes-No	4 Documentation of Effectiveness	5 Measurable Outcomes (outcomes must be quantifiable)
Kindergarten Meet & Greet	All content areas- Kindergarten Curriculum & Environment All Kindergarten parents/guardian & students (including Gen. Ed., Disabled, ELL	Yes	Documentation of effectiveness is evidenced by attendance sheets, teacher and parent/guardian feedback	High attendance by parents/guardian and children, along with positive feedback from teachers and parents/guardian present.

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

1	2	3	4	5
	<i>& Homeless)</i>			
Back to School Night	School Curriculum & Environment All parents and/or guardian (including Gen. Ed., Disabled, ELL & Homeless)	Yes	Documentation of effectiveness is evidenced by attendance sheets, teacher and parent/guardian feedback	High attendance by parents/guardian and family members, along with positive feedback from teachers and parents/guardian present.
Family Literacy Night	ELA: Parents/Guardians in grades K-2 (including Gen. Ed., Disabled, ELL & Homeless)	Yes	Documentation of effectiveness is evidenced by attendance sheets, surveys, teacher and parent/guardian feedback.	Better attendance by parents/guardian and children, along with positive feedback from teachers and parents/guardian present. Furthermore, anticipated improved District and State assessment results.
Scott Foresman Reading Street Online	ELA/ Parents/Guardian & Students (including Gen. Ed., Disabled, ELL & Homeless)	Yes	Parent/Guardian Feedback Homework Baseline/EOY Test Scores	Positive Feedback from parents/guardian & students Higher Percentage of students completing homework assignments Improvement on Scott Foresman assessments Anticipated outcome is to provide opportunity for all students to improve on ELA district and state assessments.
Parent-Teacher Conferences	All content areas All parents/guardian (including Gen. Ed., Disabled, ELL & Homeless)	Yes	Documentation of effectiveness is evidenced by attendance sheets, teacher and parent/guardian feedback, along with student progress on Report Cards/Interim Reports.	High attendance by parents/guardian, along with effective communication between teachers and parents/guardian regarding student's academic achievement.
Parent- Teacher At-Risk Conferences	All content areas All	Yes	Documentation of effectiveness is evidenced	Signed parent/guardian notification form, attendance by parents/guardian, along with effective communication

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

1	2	3	4	5
	parents/guardian (including Gen. Ed., Disabled, ELL & Homeless)		by attendance sheets, teacher and parent/guardian feedback, along with student progress on Report Cards/Interim Reports.	between teachers and parents/guardian regarding student's academic areas in need of significant improvement.
Communication (Letters, Memos, Reverse 911 Messaging System, District & School Websites)	Communication of all areas related to school matters All parents/guardian (including Gen. Ed., Disabled, ELL & Homeless)	Yes	Documentation of effectiveness is evidenced by participation rate of parents/guardian.	Positive feedback from teachers and parents/guardian, along with increased parent/guardian participation in school activities due to improved methods of communication.
Home & School (PTO) Meetings	School Curriculum & Environment All parents/guardian (including Gen. Ed., Disabled, ELL & Homeless)	Yes	Documentation of effectiveness is evidenced by attendance sheets and parent/guardian and teacher feedback.	Positive attendance by parents/guardian and family members, along with good feedback from teachers and parents/.guardian present.
Gifts & Talents Project Fair	All content areas Parents/guardian, G&T teacher, students, family members, principal	Yes	Attendance	Increase positive parental/guardian and family response to support gifted & talented students.
Adult ESL Evening Program (ELL)	Language Acquisition ELL Parents/guardian	Yes	Documentation of effectiveness is evidenced by attendance sheets demonstrating consistent	Participates acquired basic English Language vocabulary and communications skills. http://ies.ed.gov/ncee/projects/evaluation/literacy_adultesl.asp

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

1	2	3	4	5
	& community adult members		participation.	
Language Assistance Parents (ELL)	All content areas ELL Parents/guardian	Yes	Documentation of effectiveness is evidenced by scheduled conference logs, along with student progress on Report Cards/Interim Reports.	Bi-lingual communication through translators and/or technology assisted Non-English speaking parents/guardian to support student progress as evidenced in Report Cards/Interim Reports.
Field Day	Physical Education and Parental/Guardian Involvement Parents/guardian, Teachers, Principal & community members <i>(including Gen. Ed., Disabled, ELL & Homeless)</i>	Yes	Documentation of effectiveness is evidenced by participation of parents/guardian for events.	Parents/guardian volunteer to assist teachers and children with the annual Field Day events and refreshments.
Various Evening Events organized by different committees (i.e. Puzzle Night, Carnival Night, Movie Night, Scavenger Hunt)	School Curriculum & Environment All parents and/or guardian <i>(including Gen. Ed., Disabled, ELL & Homeless)</i>	Yes	Documentation of effectiveness is evidenced by attendance sheets, teacher and parent/guardian feedback	High attendance by parents/guardian and family members, along with positive feedback from teachers and parents/guardian present.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

Principal's Certification

The following certification must be completed by the principal of the school. Please Note: Signatures must be kept on file at the school. A scanned copy of the Evaluation form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

☐ I certify that the school's stakeholder/schoolwide committee conducted and completed the required Title I schoolwide evaluation as required for the completion of this Title I Schoolwide Plan. Per this evaluation, I concur with the information herein, including the identification of all programs and activities that were funded by Title I, Part A.

Principal's Name (Print)

Principal's Signature

Date

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

ESEA §1114(b)(1)(A): "A comprehensive needs assessment of the entire school [including taking into account the needs of migratory children as defined in §1309(2)] that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in §1111(b)(1). "

2015-2016 Comprehensive Needs Assessment Process *Data Collection and Analysis*

Multiple Measures Analyzed by the School in the Needs Assessment Process for 2013-2014 Interventions and Strategies

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Academic Achievement – Reading & Writing (includes Gen. Ed., Disabled, ELL, Homeless & Econ. Disadvantaged Students)	Scott Foresman Reading Baseline, Benchmark and EOY Benchmark Assessments (Gr. K-5) District Comprehension assessments 3-5	Overall ELA scores demonstrated increased student fluency and comprehension based on the comparison from the beginning of the year assessment to the end of the year assessment as evidenced on the End of the Year Benchmark Total Test Forms and SGOs.
Academic Achievement – Math (includes Gen. Ed., Disabled, ELL, Homeless & Econ. Disadvantaged Students)	District Math Baseline/EOY, Posttest Assessments	Overall Math scores demonstrated increased student proficiency based on the comparison from the Baseline, Posttest and EOY tests and are documented on SGOs and End of the Year Benchmark Total Test Forms. Results of each assessment were inputted into Performance Matters reviewed during grade level meetings and guided the instruction that occurred in the classrooms for math.
Academic Achievement – Reading, Writing & Math (includes Gen. Ed., Disabled, ELL, Homeless & Econ. Disadvantaged. Students)	NJ ASK 3, 4 & 5	Overall English Language Arts scores for NJ ASK demonstrated strengths and the need to further develop reading comprehension, along with explanatory/informational writing skills in various grade levels 3-5. In the Math, most levels showed continual growth and the need to continue to support best practices in math (i.e. problem solving). Science was proficient based on the All Sections Rosters and School Summary Reports. These results determined basic skills and special placement needs for students.
Academic Achievement –	ERI (Early Reading Intervention) -	Assessment was given to kindergarten students that scored below

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Reading (<i>includes Gen. Ed., Disabled, ELL, Homeless & Econ. Disadvantaged. Students</i>)	Kindergarten	reading level in pre-K to determine which students will be placed in an early reading intervention program at the beginning of the school year (<i>My Sidewalks</i>).
Academic Achievement - Reading	Reading Baseline Tests (Grades 1-3) IRLAs	Assessments used to determine students' instructional needs at the beginning of the school year and gave baseline on reading level for current and new students.
Academic Achievement – Writing & Math (<i>includes Gen. Ed., Disabled, ELL, Homeless & Econ. Disadvantaged. Students</i>)	Writer's Workshop Folders Gr.1-5 (Student writing samples)	The results of various student writing samples reviewed by the Design Team/Data Team were used to determine the academic level of differentiated student work and supported the establishment/revision of school-wide goals.
Academic Achievement (<i>includes Gen. Ed., Disabled, ELL, Homeless & Econ. Disadvantaged. Students</i>)	Student Report Cards/Interim Reports	Results were used to determine student progress and acquisition of grade-level skills.
English Language Learners: Academic Achievement – Reading & Writing	ACCESS (ELL)	This assessment is used to measure ELL students' extent of functional language, comprehension and use of phonological, syntactic, semantic structure rules, and comprehension and technical vocabulary in the content area in order to support students exiting the ESL program.
Parent Involvement	Attendance: <ul style="list-style-type: none"> • Home & School Meetings • Family Literacy • Kindergarten Meet & Greet • ESL/Basic Skills Parent Advisory Meeting • ESL/Basic Skills Local Parent Council Meeting • Teacher/Parent Conferences 	Parental response has been positive as evidenced by attendance sheets, surveys and feedback.

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
	<ul style="list-style-type: none"> • Gifts & Talents Project Fair • Back to School Night • Various Evening Events 	
Professional Development	<ul style="list-style-type: none"> • Attendance Records & Surveys for District sponsored workshops • Teacher mini-observations/evaluations on differentiated instruction • Fluency running records • Attendance • Records/Observations/Feedback from Math Coach (Gr.3-5) • PDP records • PD request forms for out of district workshops • Technology Survey • Revision of District Curriculum Alignment Assessments in Math-Gr.K-5 & ELA/S.S. and Math/Science Performance Tasks-Gr.K-5 • Study Island Training 	Elementary teachers have completed professional development in Differentiated Instruction, Reading Disabilities –Dyslexia (Gr.K-3), Fluency measurement (Gr.1-3), ELA/Math CCSS skills, PARCC training (Gr.3-5), Wilson Reading (Read. Spec. & select staff), Study Island and SGOs. Response has been positive as evidenced by attendance sheets, teacher feedback, teacher mini-observations/evaluations, and student work samples. Furthermore, select teachers have been worked on curriculum assessment revisions in Math and ELA in order to meet the state requirements as evidenced by attendance sheets and curriculum assessment documents.
Extended Learning Opportunities	<p>Attendance Records:</p> <ul style="list-style-type: none"> • Extended Year Summer Language Enrichment program • Title III Immigrant Program • Tutoring Records • Special Ed Extended Year Program 	Response has been positive as evidenced by attendance sheets, teacher feedback, observations, student work samples, and previous assessment results.

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
	<ul style="list-style-type: none"> PARCC After School Enrichment Programs Family Literacy 	
School Culture	State School Report Card	This online data source provided information on average class size, length of school day, instructional time, student/computer ratio, student mobility, language diversity, percent of LEP and students with disabilities, state, local and DFG group NJASK performance, faculty attendance, mobility and credentials and expenditures per pupil.
School Culture/Professional Development	District PD and Technology Surveys	The results of each survey drives future professional development based on teachers' feedback about PD provided and staff's level of ability with integrating technology in the classroom.
Leadership	<ul style="list-style-type: none"> Design Team/Data Team District Leadership/Facilitator Meetings Administrative Meetings ScIP Meetings 	Within the school, meetings occurred regularly to develop school-wide initiatives (i.e. student achievement, new curriculum/assessment implementation, SGOs, etc.) to foster educational growth that was communicated at weekly district facilitator/leadership meetings.
Highly Qualified Staff	<ul style="list-style-type: none"> District Interview Committee HQT Document PDP documents SGOs Teacher Mini-observations and Evaluations 	District records validate the number of individual staff members who are qualified to teach, including their certification, and years of teaching. This information is submitted in the Fall Report to the state. Furthermore, there are participation records of provisionally certified teachers that have been mentored at the school and district level. Teacher mini-observations and evaluations are completed, along with SGOs based on <i>NJAchieve</i> guidelines to be submitted in June. It measures teacher quality based upon benchmark areas in various content areas, instruction, assessment, classroom environment, etc.
School-Based Youth Services	<ul style="list-style-type: none"> Intervention & Referral Services (I&RS) 	Students meet with counselors based on recommendations. At I&RS meeting, students are referred by teachers to determine

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
	<ul style="list-style-type: none"> • School Guidance records • School Safety Committee Survey • HIB State Report 	<p>interventions needed before referral to the Child Study Team. Furthermore, the School Safety Committee meets throughout the year to review anti-bullying programs, possible bullying situations, along with interventions taken. An HIB State Report is posted on the district website.</p>

2015-2016 Comprehensive Needs Assessment Process* *Narrative*

What process did the school use to conduct its Comprehensive Needs Assessment?

The school reviews various forms of data to identify areas of need. The Design Team/Data Team collaborates with the District Leadership Team, teachers, and PIR to analyze 2014-15 Baseline and End-of-the Year assessments (documented on SGOs and EOY Score Forms), along with previous NJ ASK data. The members use test information to compare and determine gaps in subgroups, trends and recurring patterns, cluster strengths/weaknesses, and overall passing/non-passing rate. There is on-going dialogue about factors that may contribute to weaknesses and improvement strategies are recommended. In conjunction with test data documentations, the principal, administrators, supervisors/facilitators conduct mini-observations of all the classrooms in the school to monitor and record quality-teaching practices. Also, the teachers review student work and Design Team/Data Team analyzes the findings to determine strengths and weaknesses in order to develop goals for the school. Along with the review of test and teaching practice needs, the educational staff credentials are examined to determine that all teachers within the school meet the State of New Jersey definition of being a Highly Qualified Teacher (HQT) and continue to acquire yearly adequate Professional Development hours toward the required 100 hours over five years (approximately 20 hrs per year).

What process did the school use to collect and compile data for student subgroups? Data from the Scott Foresman's Baseline and EOY (SGOs), along with NJ ASK assessments is collected. The PIR, in collaboration with grade 1-2 teachers, collected information on student fluency and reading levels. The school principal and supervisor/facilitator analyze the data for increases and decreases on various content skills. Performance Matters to analyze Math Trimester Assessment and IRLAs the principal, administrators,

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT ESEA §1114 (b)(1)(A)

supervisors/facilitator compiles data from mini-teacher observation summaries that are shared with individual teachers and provide next steps that should be addressed. This is discussed with the SciP committee. Strengths and weaknesses are then identified and discussed at common planning time/grade levels (PLCs), and District Leadership Team meetings. Goals are established by the Data Team. In addition, the data is utilized to enhance professional development initiatives, aligned with the Core Content State Standards (ELA & Math) & New Jersey Core Curriculum Content Standards (S.S. & Science). Furthermore, documentation of teaching qualifications in accordance to HQT guidelines are collected and placed on file within the school by the principal.

How does the school ensure that the data used in the Comprehensive Needs Assessment process are valid (measures what it is designed to measure) and reliable (yields consistent results)? Since the state approves the companies that disaggregate the data for NJ ASK testing, the district is confident that the data is statistically sound. Furthermore, Scott Foresman Reading Street Series Baseline, fluency and EOY tests are researched-based assessments and the district math baseline, posttest, EOY assessments are reflective of the State approved website *Model Curriculum*. ELA/SS and Math/Science performance task are also based on the support of this site, along with the assistance from the Math Coach from an accredited college. The Professor In Residence from William Paterson University only uses resources to measure student reading levels that are researched based (i.e. Fountas & Pinnell and Teacher's College). This data is disaggregated for our district needs and has been used with confidence.

What did the data analysis reveal regarding classroom instruction?

The data revealed that classroom instructional practices continue to score overall above average on the SGO documents. Some areas on the NJ ASK indicate that on various levels in grades 3-5. Furthermore, there is a continual need to support mathematical practices (problem-solving skills) in math. However, these focus points are being addressed through in-house collaboration (Teachers, Reading Specialist, BSI, ESL, Family Literacy, tutoring, after school enrichment programs), Writer's Workshop, guided instruction based on Baseline/EOY and Math posttest assessment results, ELA/SS & Math/Science performance tasks, the Wilson Reading System program, and professional development from Standards Solution and other select approved educational providers for select grades to support effective instructional strategies for writing, reading, and math.

What did the data analysis reveal regarding professional development implemented in the previous year(s)? The data analysis reveals that the implementation of Writer's Workshop (Gr.1-5), differentiated instruction, running records for fluency, strategies provided by the math coach, and technology workshops have been fully implemented and shown improvement, as evidenced through the Mini-teacher Observations Summaries/Evaluations, Baseline/EOY (SGOs), Math Posttests, ELA/SS, and Math/Science results.

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

How does the school identify educationally at-risk students in a timely manner?

The school principal, supervisor/facilitator, basic skills teaches, reading specialist, and classroom teachers efficiently analyze state and formative/summative district assessments once received. Teacher Rating Scales, Interim Reports, Report Cards, Reading Placement and Benchmark Tests, Wilson Assessment of Decoding and Encoding (WADE), along with district generated math assessments and Baseline/EOY (SGOs) results help provide evidence to support remedial intervention. At-risk students are selected and offered additional support. Furthermore, teachers identify at-risk students in danger of retention and work with families to create individualized action plan to remedy the situation. Students are recommended by teachers to the I&RS to determine academic intervention strategies prior to testing by the Child Study Team.

How does the school provide effective interventions to educationally at-risk students? Teachers identify at-risk students in danger of retention and work with families to create individualized action plans to remedy the situation. Students are recommended by teachers to the I&RS to determine academic intervention strategies prior to testing by the Child Study Team. At-risk students are selected and offered additional support (BSI, ESL, Reading Specialist) within the classroom setting, in morning/after-school tutoring programs, in Wilson Reading System pull-out sessions, and weekly cycles of enrichment programs based upon individual students' needs.

How does the school address the needs of migrant students? We have no migrant students.

How does the school address the needs of homeless students? Homeless students are offered donations of backpacks and school supplies, transportation to and from school, and all the same services as the total population of students. The district also provides tuition to those students enrolled in out-of-district schools due to homelessness and travel concerns.

How does the school engage its teachers in decisions regarding the use of academic assessments to provide information on and improve the instructional program?

All teachers attend weekly common planning/grade level (PLCs) to discuss instructional strategies using best practices, shared ideas, various student work, differentiated lessons, Writer's Workshop (Gr.1-5), former Math Coach recommendations, and plan collaborative projects that focus on academic areas of improvement. These meeting also occur periodically with the PIR to assist teachers with reviewing academic assessments to drive instruction. Continuous and measurable assessments are obtained through placement and benchmark tests from the Scott Foresman Reading Series, Wilson Assessment of Decoding and Encoding (WADE),

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

running records, district-created performance tasks that are aligned with the ELA/SS & Math/Science curriculum, NJ ASK assessments, Baseline, Mid-year and EOY measurements (SGOs), and school-wide portfolios in order to enable teachers to make appropriate instructional modifications based on student performance. Additionally, select teachers, supervisors/facilitators, and the curriculum supervisor serve on the district Math, ELA, Science, and Social Studies Curriculum Alignment Committee in order to create math trimester tests and ELA/S.S. and Math/Science performance tasks assessments. Furthermore, select teachers continually revise curriculum assessments in Math, Science, ELA, and Social Studies with the district support to address the rigor within the CCS/NJCCCS standards.

How does the school help students transition from preschool to kindergarten, elementary to middle school, and/or middle to high school?

The Transition team consists of three separate teams. The transition team in the district consists of a district team, a preschool team and a kindergarten team. The district team is comprised of the Early Childhood Supervisor, Curriculum Supervisor, Child Study Team Supervisor, ESL/Basic Skills Supervisor, Preschool Administration, Elementary School Principal, and the Child Parent Involvement Specialist (CPIS). The Kindergarten team is comprised of the Early Childhood Supervisor, Curriculum Supervisor, and one teacher from every Elementary School in the district, a master teacher, PIRT member and CPIS. The Preschool team is comprised of the EC Supervisor, Curriculum Supervisor, Provider Director and two teachers representing three and four year-old classrooms and special education teacher, master teacher and CPIS. Each team works collaboratively to provide on-going communication between the preschool and elementary school. Transitioning from elementary (Grade 5) to middle school level (Grade 6) is supported regularly by the Curriculum Supervisor and periodically by the Assistant Curriculum Supervisors that attend Facilitator and Curriculum Alignment meetings.

The preschool and kindergarten use Performance Based Assessments, which follow students from one grade level to the other. The elementary school use Writer's Workshop folders that follow students to the middle school.

Summer packets are prepared by the Kindergarten team and are distributed and provided to students. The elementary schools provide parents and preschool students with the opportunity to visit their school and the staff at their neighborhood elementary school. At this program families are provided with a brief review of the procedures for the first day of school and information regarding the school and expectations at the elementary school level, families also receive a tour of the elementary school.

Additionally, the elementary schools have preschool students visit in the Spring to engage in classroom activities and the middle school has students in grade 5 visit and shadow a 6th grader to become familiar with the environment. A family orientation is also provided.

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

How did the school select the priority problems and root causes for the 2015-2016 schoolwide plan? The school studies various forms of data to determine priority problems. The Design Team/Data Team works in partnership with district administration, teachers, PIR and the NCLB committee to review 2013-2014 Baseline/EOY, NJ ASK data. The members use testing information to compare and identify gaps in subgroups, trends and recurring patterns, cluster strengths/weaknesses, and overall passing/non-passing rate. There is continued dialogue about reasons that may contribute to weaknesses and improvement strategies are recommended. In conjunction with test data documentation, the principal and various supervisors conduct mini-teacher observations and evaluations of all the classrooms in the school and record teaching practices. Furthermore, SGOs are assessed for CCSS skills not being mastered on various levels by a high percentage of students. Also, the teachers review student work and record findings to further identify school needs. The results are presented and evaluated for areas of strengths and weaknesses by the Design Team/Data Team and used to develop goals for the school. Along with the analysis of test and teaching practice needs, the educational staff credentials are reviewed to determine that all teachers within the school meet the requirements of *AchieveNJ*, along with the State of New Jersey definition of being a Highly Qualified Teacher (HQT) and are working toward obtaining the 100 hours of professional development over five years (20 hours each year).

****Provide a separate response for each question.***

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

2015-2016 Comprehensive Needs Assessment Process *Description of Priority Problems and Interventions to Address Them*

Based upon the school's needs assessment, select at least three (3) priority problems that will be addressed in this plan. Complete the information below for each priority problem.

	#1	#2
Name of priority problem	ELA focus on story retelling and comprehension.	Organization of thoughts for a published writing piece.
Describe the priority problem using at least two data sources	After analysis of the 2015 IRLAs and ELA comprehension assessments, it was determined that students need more resources to assist in story retelling and comprehension. Retell components of the IRLAs prevented students from moving up in an independent reading level.	Analysis of the students work from Writer's Workshop and the analysis of the district interdisciplinary performance tasks from ELA/SS.
Describe the root causes of the problem	Students are presenting with difficulty when it comes to retelling a story in its entirety and with drawing upon details of a story that provide clues to a character or an action.	Analysis of the students work from Writer's Workshop and the analysis of the district interdisciplinary performance tasks from ELA/SS indicate that student struggle with the organizational component of the writing process, often preventing them from completing a work piece.
Subgroups or populations addressed	All students	All students
Related content area missed (i.e., ELA, Mathematics)		
Name of scientifically research based intervention to address priority problems	IRLA Independent Reading Level Assessment of Fountas and Pinnell .	<i>Writing Strategies</i> – Writer's Workshop professional development, with the assistance of the Reading Specialist, will continue for grades 1-5, including special education, to support improved student explanatory writing.
How does the intervention align with the Common Core State Standards?	Reading Literature- Standard focusing on the components of key ideas and details.	All strategies and programs are aligned with the revised district ELA curriculum based on the CCSS. The curriculum is incorporated into Writer's Workshop's mini-lessons and writing activities, along with reading comprehension strategies implemented in the

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT <i>ESEA §1114 (b)(1)(A)</i>

		classrooms utilizing the reading series.
--	--	--

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

2015-2016 Comprehensive Needs Assessment Process *Description of Priority Problems and Interventions to Address Them (continued)*

	#3	#4
Name of priority problem	Math problem solving	
Describe the priority problem using at least two data sources	Performance Matters EOY and Trimester 2 Post assessments.	
Describe the root causes of the problem	A gap still exists with student computing answers and fully understanding the problem solving methods expected by the CCSS.	
Subgroups or populations addressed	All students	
Related content area missed (i.e., ELA, Mathematics)		
Name of scientifically research based intervention to address priority problems	GO Math Houghton Mifflin will be integrated next year as a math resource.	
How does the intervention align with the Common Core State Standards?	The intervention will thread through all of the standards.	

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114(b) Components of a Schoolwide Program: A schoolwide program shall include . . . schoolwide reform strategies that . . . “

2015-2016 Interventions to Address Student Achievement

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school:</i>					
Name of Intervention	Content Area	Target Population	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
Writer's Workshop	ELA	Gr. 1-5 (including ELL, S.E., Homeless)	All Spec. Ed., Basic Skills and select specialist, Gr. 1-5 teachers, principal, facilitator, Reading Specialist, Fed. Programs Depart. Supervisors, District Curriculum Supervisor	Unit benchmark assessments, ELA/SS performance tasks results, Report Cards/Interim Reports, Baseline/EOY & NJ ASK assessments, Progress from pre to post assessments demonstrated on online academic program-Study Island. and Student Growth Objective (SGOs) results	<p>The National Assessment of Educational Progress (NAEP) has indicated that 75% of our nation's children are writing on an average level. Of this percentage, students received higher scores on writing assessments that spent time in the Writer's Workshop. Research indicates that Writer's Workshop provides an excellent way to support and teach young children how to become good writers.</p> <p>http://www.ncte.org/search?q=Writer's+Workshop</p> <p>Books:</p> <p><i>Writing Workshop: The Essential Guide</i> by Ralph Fletcher & Joann Portalupi</p> <p><i>Craft Lessons</i> by Ralph Fletcher & Joann Portalupi</p>
Professor in Residence (PIR)	ELA	Gr. K-5 (including ELL, S.E., Homeless)	All Spec. Ed., Basic Skills and select specialist, Gr. K-5 teachers, principal, facilitator, Reading	Unit benchmark assessments, ELA/SS performance task results, Report Cards/Interim Reports, Baseline/EOY & NJ ASK results, Mondo benchmark assessment and	According to William Paterson University, having a Professional Development School (PDS) creates a partnership between the school and the University. A Professor-In-

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

			Specialist, Fed. Programs Depart. Supervisors, PIR, District Curriculum Supervisor	reading level progress (Fountas and Pinnell) results, Progress from pre to post assessments demonstrated on online academic program-Study Island and SGO results	<p>Residence (PIR) is on-site once a week providing in class support whether by modeling lessons, co-teaching or leading lunch and learns. These relationships promote a professional learning community, collaborative learning and insightful teaching practices to continuously improve student achievement.</p> <p>A Professional Development School:</p> <ul style="list-style-type: none"> Assists schools in meeting school professional development goals Supports innovative, dynamic teaching practices and promotes school leaders Encourages thoughtful inquiry about teaching and learning which fosters a reflective teaching process that promotes student achievement.
Wilson Reading System (Foundations)	Reading	At-Risk Gr. 1-5 Students (including ELL, S.E.,Homeless)	Select trained teachers, Reading Specialist, Fed. Programs Depart.	WIAT assessment, Report Cards/Interim Reports, NJ PASS & NJ ASK assessments, Scott	Evidence shows when direct, systematic code-based instruction is skillfully implemented by a knowledgeable teacher, it is the

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

			Supervisors, Child Study Team Supervisor, District Administrators, District Curriculum Supervisor	Foresman Baseline/EOY assessments, Progress from pre to post assessment demonstrated on online academic program: <i>Study Island</i> , and Gr.1-2 SGO results	most effective approach from problem readers (Moats & Lyon, 1996). http://www.wilsonlanguage.com/w_about.htm
Comprehension Strategies in ELA	ELA	Gr. 1-3 (including ELL, S.E.,Homeless)	Gr. 1-3 teachers, Reading Specialist, Facilitators, Fed. Programs Depart. Supervisors, Child Study Team Supervisor, District Administrators, District Curriculum Supervisor	Scott Foresman Baseline/EOY and parccresults, Progress from pre to post assessment demonstrated on online academic program: <i>Study Island</i> and SGO results	Reading Comprehension Strategies based on Debbie Miller's research (as synthesized by Pearson, etal, 1992). Furthermore, Scott Foresman Reading Series: A comprehension study found that Scott Foresman reading programs engaged students in higher levels of thinking than mere memorization (Risner & Nicholson, 1996).
Scott Foresman Reading Street Common Core 2013 Series	ELA	Gr.1-3	Gr. 1-3 teachers, ESL teacher, Principal, Facilitator, Reading Specialist, District P-3 Supervisor, Early Childhood Coaches, District Curriculum Supervisor	Comparison of placement test (baseline) to unit benchmark tests, parcc and end of the year benchmark test, SGO results, Report Cards/ Interim Reports, teachers and Reading Specialist feedback	Reading Street is designed to help teachers build readers through motivating and engaging literature, scientifically research-based instruction, and a wealth of reliable teaching tools. The reading program takes the guesswork out of differentiating instruction with a

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

					strong emphasis on ongoing progress-monitoring and an explicit plan to help with managing small groups of students. In addition, Reading Street prioritizes skill instruction at each grade level, so teachers can be assured they will focus on the right reading skill, at the right time, and for every student (Pearson Education, 2010).
Scott Foresman Reading Street Series- Kindergarten	Reading	Gr. K	Kindergarten teachers, ESL teacher, Principal, Facilitator, Reading Specialist, District P-3 Supervisor, Early Childhood Coaches, District Curriculum Supervisor	Comparison of DISTRICT baseline and EOY, SGO results, Report Cards/ Interim Reports, teachers and Reading Specialist feedback	Reading Street is designed to help teachers build readers through motivating and engaging literature, scientifically research-based instruction, and a wealth of reliable teaching tools. The reading program takes the guesswork out of differentiating instruction with a strong emphasis on ongoing progress-monitoring and an explicit plan to help with managing small groups of students. In addition, Reading Street prioritizes skill instruction at each grade level, so teachers can be assured they will focus on the right reading skill, at the right time, and for every student (Pearson Education, 2010).
Assessment of Practices in Early Elementary Classrooms (APEEC)	All Content Areas	Gr. K	Kindergarten teachers, Principal, P-3 Supervisor, Early Childhood Coaches, District Curriculum Supervisor, District Administrators	APEEC Scoring data, Report Cards/ Interim Reports, SGO results, Kindergarten Transitional Team, teachers and Reading Specialist feedback, unit benchmark tests and end of the year benchmark test	Researchers recommend assessing children based on observations of the processes children use rather than on simple, concrete, disconnected indicators or milestones (Cicchetti & Wagner

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

					1990; McCune et al. 1990; Hauser-Crane & Shonkoff 1995). Research has also shown that when teachers use a comprehensive curriculum and assessment system effectively, children are well prepared for school and do well academically and socially (Campbell et al. 2002; HHS2003).
Differentiated Instructions	All Content Areas	Gr. K-5 (including ELL, S.E.,Homeless)	All teachers, Reading Specialist, Teacher Leaders, Principal, Facilitator, District Curriculum Supervisor, District Administrators	Report Cards/Interim Reports, Regular classroom assessments, Baseline/EOY and NJASK results, Teacher mini-observation/ evaluation results, teacher feedback, SGO results, Progress from pre to post assessment demonstrated on online academic program: Study Island	Effective teachers have been differentiating instruction for as long as teaching has been a profession. It has to do with being sensitive to the needs of your students and finding ways to help students make the necessary connections for learning to occur in the best possible way. In this day and age, we have extensive research available to us to assist us in creating instructional environments that will maximize the learning opportunities that will assist students in developing the knowledge and skills necessary for achieving positive learning outcomes (Carol Ann Tomlinson, Associate Professor of Educational Leadership, Foundations, and Policy; The Curry School of Education, University of Virginia).
Guiding Reading	ELA	Gr. K-5 (including ELL, S.E.,Homeless)	All teachers, Reading Specialist Principal, Facilitator, District	Unit benchmark assessments, Report Cards/Interim Reports, Regular classroom assessments,	Guided Reading is a researched based strategy that support balance literacy instruction in the

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

			Curriculum Supervisor, District Administrators	Baseline/EOY and PARCC results, teacher/Reading Specialist/PIR feedback, Teacher mini-observation/evaluation results, SGO results, Progress from pre to post assessment demonstrated on online academic program: Study Island	classroom. It has become one of the most contemporary reading instructional practices in the United States (Fawson & Reutzel, 2000) and accepted as a particular appropriate strategy for children who are moving towards fluency in the early years of literacy development (Mooney).
English as a Second Language (ESL) program	ELA	Gr. K-5 ESL	ESL Teacher, Fed. Programs Depart. Supervisors, Principal	ACCESS, NJ ASK & Baseline/EOY results, Report Cards/ Interim Reports, SGO results, Regular classroom assessments, teacher feedback, Progress from pre to post assessment demonstrated on online academic program: Study Island	An ESL program can help improve an individual's linguistic skills, thereby making them adept in comprehending complexities arising as a result of the language's grammar as well as meaning. Research suggests that instructional methods for teaching reading to ESL children should focus on meaning construction (Au, 1993; O'Donnell & Wood, 1992), language development (Heath & Mangiola, 1991; Ovando, 1993; Tharp, 1989), and higher-order thinking skills, including metacognition and prior knowledge (Chamot, 1993; Crawford, 1993; Cummins, 1986; Pogrow, 1992). Both Delpit (1988) and Gay (1988) advocate a 'balanced' curriculum for minority students that provides explicit and flexible instruction in English within a meaningful context." (pp. 13-15). Also, included in ESL programs' advantages are

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

					<p>improved social interaction skills and ability to work in a creative environment.</p> <p>http://www.wida.us/standards/elp.aspx</p>
Math Practice through manipulatives	Math	Gr.K-5 (including ELL, S.E., Homeless)	All Spec. Ed., Basic Skills and select specialist, Gr. K-5 teachers, principal, facilitator, Fed. Programs Depart. Supervisors, Math Coach, District Curriculum Supervisor	Math/Science performance task results, Report Cards/Interim Reports, SGO results, Math Post Tests (K-5)& PARCC results, Progress from pre to post assessments demonstrated on online academic program-Study Island	<p>Math Practices are to support 21st Century learners in preparation for College and Career readiness. The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students. These practices rest on important “processes and proficiencies” with longstanding importance in mathematics education. The first of these are the NCTM process standards of problem solving, reasoning and proof, communication, representation, and connections. The second are the strands of mathematical proficiency specified in the National Research Council’s report Adding It Up: adaptive reasoning, strategic competence, conceptual understanding (comprehension of mathematical concepts, operations and relations), procedural fluency (skill in carrying out procedures flexibly, accurately, efficiently and appropriately), and productive disposition (habitual inclination to</p>

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

					<p>see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one's own efficacy).</p> <p>http://www.corestandards.org/Math/Practice/ & http://www.nctm.org</p>
GAAPS (Garfield Autism Parents Professional Success) ABA (Applied Behavior Analysis) Program	Verbal Behavior, Sensory Integration, Function Behavior	Gr. K-5 Autistic Students	GAAPS Teachers, Instructional Aides, Child Study Team, Speech Therapist, Behaviorist, OT/PT, Principal, Facilitator	Autistic individual student program books, student work samples, Teacher mini-observations and summaries, SGO results, and TPRA (Teacher Performance Rate Accuracy) indicators.	<p>Behavior analysis is a scientifically validated approach to understanding behavior and how it is affected by the environment. In this context, "behavior" refers to actions and skills. "Environment" includes any influence – physical or social – that might change or be changed by one's behavior. On a practical level, the principles and methods of behavior analysis have helped many different skills – from healthier lifestyles to the mastery of a new language. Since the 1960s, therapists have been applying behavior analysis to help children with autism and related developmental disorders.</p> <p>http://www.autismspeaks.org/what-autism/treatment/applied-behavior-analysis-aba</p>

ESEA §1114(b)(1)(B) strengthen the core academic program in the school;

****Use an asterisk to denote new programs.***

ESEA §1114(b)(1)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

Name of Intervention	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (from IES Practice Guide or What Works Clearinghouse)
After School Tutoring	All Content Areas	Gr. K-5 (including ELL, S.E.,Homeless)	Teachers, Reading Specialist, Principal, Facilitator	Tutoring logs, Report Cards/Interim Reports, and Baseline/EOY and PARCC results, Regular classroom assessments, ELA benchmark assessments, Math Post Test Results, Performance Tasks, SGO results, teacher/Reading Specialist feedback, teacher mini-observations and evaluations	Tutoring programs are a great way to increase the success of students (nationalserviceresources.org, 2002). Furthermore, research has shown that the use of small-group instruction may affect student self-concept, which results in higher performance.
NJ ASK After-School ELA/Math Enrichment Program	ELA /Math	At- Risk Gr. 3-5 (including ELL, S.E.,Homeless)	Select Gr. 3-5 Teachers, Reading Specialist (ELA), Principal, Facilitator	Tutoring logs, Baseline/EOY and PARCC results, Report Cards/Interim Reports, Regular classroom assessments, teacher/Reading Specialist (ELA) feedback, teacher mini-observations and evaluations	Tutoring enrichment programs are a great way to increase the success of students (nationalserviceresources.org, 2002). Furthermore, research has shown that the use of small-group instruction may affect student self-concept, which results in higher performance.
Family Literacy (a Rutgers University based	ELA	Gr. K-2 (including ELL, S.E.,Homeless)	Selected trained teachers, Reading Specialist,	Parent or guardian surveys/feedback, Report Cards/interim Reports and Baseline/EOY and	Strong Families, Strong Schools", a report released by US Secretary of Education Richard Riley, points to 30 years of research indicating that family involvement is a critical link to higher grades and test scores, positive attitudes and behavior, more successful academic programs, and more

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

program)			Fed. Programs Depart. Supervisors, Principal	PARCC results, Federal Programs Dept. feedback	effective schools.
Title III Immigrate program (Extended Day & Year program)	ELA	Gr. K-5 ESL	ESL Teacher, Fed. Programs Depart. Supervisors, Principal	ACCESS, NJ ASK/PARCC & EOY/Baseline results, Report Cards/ Interim Reports, SGO results, Regular classroom assessments, teacher feedback, ELA/SS Performance Tasks, Progress from pre to post assessment demonstrated on online academic program: <i>Study Island</i> teacher, teacher mini-observations and evaluations, Federal Programs Dept. feedback	An after school and summer ESL program can help improve an individual's linguistic skills, thereby making them adept in comprehending complexities arising as a result of the language's grammar as well as meaning. Research suggests that instructional methods for teaching reading to ESL children should focus on meaning construction (Au, 1993; O'Donnell & Wood, 1992), language development (Heath & Mangiola, 1991; Ovando, 1993; Tharp, 1989), and higher-order thinking skills, including metacognition and prior knowledge (Chamot, 1993; Crawford, 1993; Cummins, 1986; Pogrow, 1992). Both Delpit (1988) and Gay (1988) advocate a 'balanced' curriculum for minority students that provides explicit and flexible instruction in English within a meaningful context." (pp. 13-15). Also, included in ESL programs' advantages are improved social interaction skills and ability to work in a creative environment. http://www.wida.us/standards/elp.aspx
Summer Extended Year program	ELA, Math, Science, S.S.	Special Ed. Students	Child Study Team Supervisors & Select S.E. Teachers	2015 Fall Report Card/Interim Report, teacher and Child Study Team feedback, EOY/Baseline & PARCC results, SGO results	The extended year program encompasses a range of options in providing programs in excess of the traditional 180-day school year. The issues of regression and recoupment have been pivotal in the litigation that has advanced the concept of extended school year (Armstrong v. Kline, 1979; Battle v. Commonwealth 1980). Regression has been described as the lack of maintenance or loss of skills over the summer recess. Recoupment is getting back that which was lost.
Summer Extended Year program	Verbal Behavior, Sensory	Autistic Students	GAAPS Teachers, Instructional	2015 Fall-Autistic individual student program books, student	The extended year program encompasses a range of options in providing programs in excess of the traditional 180-day school year. The issues of regression and

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

	Integration, Function Behavior		Aides, Child Study Team, Speech Therapist, Behaviorist, OT/PT, Principal, Facilitator Child Study Team Supervisors	work samples, Teacher mini-observations and summaries, SGO results, and TPRA (Teacher Performance Rate Accuracy) indicators.	recoupment have been pivotal in the litigation that has advanced the concept of extended school year (Armstrong v. Kline, 1979; Battle v. Commonwealth 1980). Regression has been described as the lack of maintenance or loss of skills over the summer recess. Recoupment is getting back that which was lost.
Summer Curriculum Professional Development	ELA, Math, Science, Social Studies	Gr. K-5 (including ELL, S.E.,Homeless)	Curriculum Supervisor, Facilitators, Asst. Curriculum Supervisors, Select K-5 Teachers (including S.E.), Principal	Curriculum Alignment documents, Pacing Guides, Integrated Assessment Development, Teacher Lesson Plans, Attendance records, Grade Level (PLC)/Cluster meeting communication, Teacher mini- observations and evaluations	According to the authors of <i>Getting Results with Curriculum Mapping</i> by Valerie Truesdale, Claire Thompson and Michael Lucas that was published by the ASCD, curriculum mapping has been a useful tool to bring about a synergy of professional expertise focused on instructional improvement. It has provided the tools to build a cohesive learning community with teachers as the chief architects and builders. Over several years, maps have become the hub for highlighting continual changes and refinements needed in the instructional program. Mapping has provided a process for collegial dialogue as it focuses on alignment of content, skills, assessments, and activities across schools, with its ultimate goal of improving student achievement.
Gifts & Talents Enrichment	All Content Areas	G & T Gr. 2-5 (including ELL, S.E.,Homeless)	Gifts & Talents Coordinator, Gifts & Talents Specialist, Principal	G & T Team attendance records and feedback, SGO results Baseline/EOY and PARCC results, Report Cards/Interim Reports, Regular classroom assessments, classroom teacher feedback, Grade Level (PLC)/Cluster meeting	The extended year program encompasses a range of options in providing programs in excess of the traditional 180-day school year. Research shows exposure to exciting topics and areas of study lead to the development of passionate interests, which, in turn, lead to opportunities for advanced independent, and small group investigations suitable for academically talented students. The summer program is based on extending the same principle used during the academic year into a focused summer program with high levels advanced content and enrichment.

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

				communication, G & T mini-observations and evaluations	<p>Bergen County Consortium for teachers of the gifted: www.bccgt.net</p> <p>Summer Programs for Gifted & Talented www.d-e.org/summer www.montclair.edu/GiftTalent www.giftedstudy.org www.giftedchild society.com http://mads science.org/locations/bergen/KampThemes.aspx</p> <p>New Jersey Association for Gifted Children – njagc.org</p>
--	--	--	--	--	---

2015-2016 Professional Development to Address Student Achievement and Priority Problems

**Use an asterisk to denote new programs.*

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

Evaluation of Schoolwide Program*

(For schools approved to operate a schoolwide program beginning in the 2015-2016 school year)

All Title I schoolwide programs must conduct an annual evaluation to determine if the strategies in the schoolwide plan are achieving the planned outcomes and contributing to student achievement. Schools must evaluate the implementation of their schoolwide program and the outcomes of their schoolwide program.

Who will be responsible for evaluating the schoolwide program for 2015-2016? Will the review be conducted internally (by school staff), or externally? How frequently will evaluation take place?

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

All stakeholders are responsible for evaluating the program (i.e. principal, supervisors, teachers, specialist, etc.). The Data Team will periodically evaluate progress of the plan based on data/information obtained during Common Planning Time/Grade Level (PLCs) and will further share during Cluster meetings. The principal and supervisors will further gather information through teacher mini-observations/evaluations. The review will be conducted internally and communicated externally through district leadership team meetings.

What barriers or challenges does the school anticipate during the implementation process? Barriers for implementing some of the programs may be time, limited funds for outside support, and substitute coverage for out of classroom professional development experiences.

How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)? The school will obtain necessary buy-in from all stakeholders because each of the initiative to be instituted was based on district leadership team feedback, Data Team input, teachers/parent feedback, and student progress (i.e PARCC results, Baseline assessments, SGOs, IRLAs). During common planning time and faculty meetings these initiatives were discussed to address any questions and concerns with their implementation. Furthermore, each program was reviewed regularly throughout the year to help support teachers in need of additional PD in select areas.

What measurement tool(s) will the school use to gauge the perceptions of the staff? Tools used to measure the staff's perception will be mini-teacher observations, post-conferences and evaluations, common planning time discussion, Cluster meetings, Data Team, and ScIP feedback. Each initiative being implemented during the next school year has been identified based on staff input. Teachers unsure or unclear of various programs taking place will be addressed during Common Planning/Grade level (PLCs) meetings for clarification and understanding on how each program will work and the aspect of what they will implement.

What measurement tool(s) will the school use to gauge the perceptions of the community? Tools used to measure the community's perception will be surveys, Home and School meetings and parent feedback.

How will the school structure interventions? Each intervention will be structured in various ways. Writer's Workshop will occur from September 2015-June 2016, with classroom support from the Reading Specialist, the reading specialist will collaborate to reform the process. Reviewing of PARCC will occur as the data becomes available; this will assist in providing structure to the PARCC enrichments offered after school from January - March. Baseline data will be collected in September (SGO development)

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

and reviewed during common planning times and faculty meeting, SGOs will be reviewed for the Mid-year for student progress updates, and the EOY will be used to determine if student growth objectives were obtained. Examining students' writing will begin in the Fall during planning meetings and also in the Spring to determine grade level growth. The Wilson Reading System program will evolve in the Fall by select teachers. Introduction of the revised the curriculum pacing guides and assessments will be rolled to the staff during a faculty meetings and further discussed in detail throughout the year during group common planning meetings. The teachers will assess the students using the IRLAs to understand how interventions will be placed. The Family Literacy program will be offered once a week, over an eight week period to parents/students in the Fall/Winter and was based on a first come system because program size was limited.

How frequently will students receive instructional interventions? Frequency of instructional interventions will be based on individual programs. The Writer's Workshop process will occur a minimum of two times per week throughout the school year with the students in grades 1-5 serviced through the Basic Skills staff. The Wilson Reading System program intervention will be infused for the LLD classes. Other students will have WILSON intervention based on IEP needs. Tutorials will occur weekly throughout the school year for 30 minutes in the areas of ELA and Math and the PARCC After School Extended Day program will take place once a week for an hour in ELA and Math over two 7 week cycles. The PIR will assist with reviewing assessments of student fluency progress and analyze reading levels and comprehension assessment. The Family Literacy program will be offered once a week for two hours, over a seven week period, to parents/students in the Winter/Spring.

What resources/technologies will the school use to support the schoolwide program?

SMARTBoards

Laptop Computer Carts

iPads

Classroom computers

Computer Lab

Document Camera

Study Island, Discovery Ed., Gizmos (on-line programs)

Reading Series online supported programs, RAZ Kids

Model Curriculum online assessment

PARCC online assessment generator

Online resources

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

What quantitative data will the school use to measure the effectiveness of each intervention provided?

The data that will be used to measure the effectiveness of each intervention will vary. Independent Reading Level Assessments, Report Cards/Interim Reports, Baseline/EOY & ACCESS/ PARCC assessments results, WIAT assessment results, APEEC scoring data, teacher mini-observation/evaluation results, SGO results, Scott Foresman Baseline/EOY assessment results, progress from pre to post assessments demonstrated on online academic program-Study Island are the various data that will be collected and analyzed for the effectiveness of each intervention provided.

How will the school disseminate the results of the schoolwide program evaluation to its stakeholder groups?

The school will disseminate the results of the schoolwide program evaluation to all stakeholders (i.e. principal, supervisors, teachers, specialist, etc.) through Data Team, faculty meetings, and Common Planning Time. The principal and supervisors will further meet to discuss information gathered on teacher mini-observations/evaluations. Results will be communicated externally through district leadership team meetings.

****Provide a separate response for each question.***

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

ESEA §1114 (b)(1)(F) Strategies to increase parental involvement in accordance with §1118, such as family literacy services

Research continues to show that successful schools have significant and sustained levels of family and community engagement. As a result, schoolwide plans must contain strategies to involve families and the community, especially in helping children do well in school. In addition, families and the community must be involved in the planning, implementation, and evaluation of the schoolwide program.

2015-2016 Family and Community Engagement Strategies to Address Student Achievement and Priority Problems

Name of Strategy	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (from IES Practice Guide or What Works Clearinghouse)
Family Literacy (a Rutgers University based program)	Reading	K-2 Parents/Guardian and Students (including ELL, S.E., Homeless)	Selected trained teachers, Reading Specialist, Fed. Programs Depart. Supervisors, Principal	Parent/Guardian surveys/feedback, Report Cards/interim Reports and Baseline/EOY and NJ ASK/PARCC results	Strong Families, Strong Schools”, a report released by US Secretary of Education Richard Riley, points to 30 years of research indicating that family involvement is a critical link to higher grades and test scores, positive attitudes and behavior, more successful academic programs, and more effective schools.
Parent Conferences	All Subjects	K-5 Parents/Guardian and Students (including ELL, S.E., Homeless)	Teachers, Parents, Principal	Attendance sheets, parent/teacher feedback, Report Cards/Interim Reports	Teacher-parent conferences provide an opportunity to increase communication between school and home, keep parents informed about their child’s progress, and develop a plan for the student’s future. http://www.teachervision.fen.com/teacher-parent-conferences/
BSI/ESL Meetings	ELA & Math	K-5 Basic Skills Students & Parents/Guardian	BSI and ESL Teachers, Fed. Programs Depart. Supervisors	Attendance sheets, parent/guardian/teacher feedback, Report Cards/Interim Reports	Teacher-parent conferences provide an opportunity to increase communication between school and home, keep parents informed about their child’s progress, and develop a plan for the student’s future. http://www.teachervision.fen.com/teacher-parent-conferences/

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

Name of Strategy	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (from IES Practice Guide or What Works Clearinghouse)
Home & School Meetings & Book Fair	School Curriculum & Environment	K-5 Parents/Guardian and Students (including ELL, S.E., Homeless)	Principal, Executive H & S Council, Reading Specialist (Book Fair)	Attendance sheet, parent/guardian feedback, Book Fair purchases	Most parents today do not have working parent teacher relationships set up, and it is for such parents that H & S meetings provide a convenient means of staying up-to-date on how their children are progressing at school. These meetings are also an excellent forum for parents and teachers to discuss their concerns (Parent Teacher Association). A Book Fair connects kids with books they want to read, helps build school, classroom and home libraries, and generates community involvement (Scholastic Books).
Communication (Letters, Memos, Reverse 911 Messaging System, District & School Websites)	Communication of all areas related to school matters	All parents/guardian (including Gen. Ed., Disabled, ELL & Homeless)	Principal, Teachers, Parents	Documentation of effectiveness is evidenced by participation rate of parents/guardian.	Messaging in these forms provide an opportunity to increase communication faster between school and home, keep parents informed about their child's progress, and develop a plan for the student's future.
Adult ESL Evening Program (ELL)	Language Acquisition ELL	Parents/guardian & community adult members	Select ESL Teachers, Fed. Programs Depart. Supervisors	Documentation of effectiveness is evidenced by attendance sheets demonstrating consistent participation.	Participates acquired basic English Language vocabulary and communications skills. http://ies.ed.gov/ncee/projects/evaluation/literacy_adultesl.asp

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

**Use an asterisk to denote new programs.*

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

2015-2016 Family and Community Engagement Narrative

- 1.** How will the school's family and community engagement program help to address the priority problems identified in the comprehensive needs assessment?

Parent involvement in the areas identified will help address the priority problems by allowing parents to gain knowledge about:

- What their children are learning in order to support those skills at home.
- Hand-on teaching methods to assist their children with their homework.
- English Language for ELL parents to assist their children with their homework.
- Their child's progress (i.e. strengths and areas in need of development).
- Their child's current grade average and grades on individual assessment through the Realtime Parent Portal
- School related matters that impact their children.
- Activities their children participate in for BSI and ESL to support the academic/social progress.
- School needs and become involved in the decision-making process to benefit their child and the school community.

- 2.** How will the school engage parents in the development of the written parent involvement policy?

The Garfield School District has written Parent involvement Policy developed by the District Leadership in collaboration with parents of participating Title I students and is evaluated annually. The Board of Education annually approves the policy.

- 3.** How will the school distribute its written parent involvement policy?

The policy is distributed to parents in an understandable and uniform format and in a language the parents can understand. It is made available to the local community via the Parent Portal at http://www.gboe.org/parent_portal.htm. The Policy along with the School-Parent Compact and Right to Know are distributed at the beginning of each school year.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

4. How will the school engage parents in the development of the school-parent compact?

The compact is mailed home to parents

5. How will the school ensure that parents receive and review the school-parent compact?

The school-parent compact, generated through the ESL/Bilingual/Basic Skills office in three languages, is sent home to parents at the beginning of the school year. The parents must sign and return to school a confirmation form that they have received and read the compact. All returned forms are kept in the school building.

6. How will the school report its student achievement data to families and the community?

Disaggregated PARCC assessment results are disseminated to the teachers published in the local newspaper each spring/summer. School test data is presented through graphic displays and discussed at Board of Education meetings that are open to the public. A copy of the School Report Card, published by the State of New Jersey, is available on the NJDOE web site.

7. How will the school notify families and the community if the district has not met its annual measurable objectives for Title III?

The district creates and mails a state modeled informational letter concerning the status of the school's performance as it pertains to ESEA – Annual Progress Targets.

8. How will the school inform families and the community of the school's disaggregated assessment results?

PARCC assessment results will be sent home based on the guidance of the state.

Disaggregated PARCC assessment results are disseminated to the staff and published in the local newspaper each spring/summer. A copy of the School Report Card, published by the State of New Jersey, is available on the NJDOE website yearly.

9. How will the school involve families and the community in the development of the Title I Schoolwide Plan?

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT ESEA §1114 (b)(1)(F)

Parents are presented with district and state assessment results at meetings. They are kept informed of overall student progress mid-year and the EOY. Ongoing programs for academic achievement such as Writer's Workshop, Family Literacy, PARCC prep workshops, PIR and parent workshops etc. are also discussed with participating parents.

How will the school inform families about the academic achievement of their child/children?

- Each student's Individual Report for PARCC will be sent home based on state guidance. .
- Interim reports are available on the parent portal (Realtime) each trimester to keep parents informed about their child's work within the classroom.
- Student report cards are available on the parent portal (Realtime) tri-annually.
- Students grades are inputted on the parent portal (Realtime) on a regular basis
- Parent/Teacher Conferences
- At-Risk Conferences
- Teacher and/or Principal Communication (i.e. email, phone calls, notices)

On what specific strategies will the school use its 2015-2016 parent involvement funds?

- Family Literacy Nights
- Basic Skill & ESL Conference/Meetings
- Adult ESL Program
- Professor In Residence Parent Workshop
- Communication (email, phone calls, letters, memos)

****Provide a separate response for each question.***

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA §(b)(1)(E)*

ESEA §1114(b)(1)(E) Strategies to attract high-quality highly qualified teachers to high-need schools.

High poverty, low-performing schools are often staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, the *ESEA* requires that all teachers of core academic subjects and instructional paraprofessionals in a schoolwide program meet the qualifications required by §1119. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.

Strategies to Attract and Retain Highly-Qualified Staff

	Number & Percent	Description of Strategy to Retain HQ Staff
Teachers who meet the qualifications for HQT, consistent with Title II-A	37	Teachers are supported through mentoring programs, teacher orientation, professional development opportunities, ongoing support from the principal and supervisor through mini-observations/summaries and baseline and mid-year SGO results, weekly common planning time/grade level (PLC) meetings, and contractual benefits which support continuing education.
	100%	
Teachers who do not meet the qualifications for HQT, consistent with Title II-A	0	
Instructional Paraprofessionals who meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test)	28	Paraprofessionals are supported through collaborative programs, professional development, orientation and ongoing support from the principal, professional development opportunities, and contractual benefits which support continuing education.
	100%	
Paraprofessionals providing instructional assistance who do not meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test)*	0	

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA §(b)(1)(E)*

* The district must assign these instructional paraprofessionals to non-instructional duties for 100% of their schedule, reassign them to a school in the district that does not operate a Title I schoolwide program, or terminate their employment with the district.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA §(b)(1)(E)*

Although recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools have a special need for excellent teachers. The schoolwide plan, therefore, must describe the strategies the school will utilize to attract and retain highly-qualified teachers.

Description of strategies to attract highly-qualified teachers to high-need schools	Individuals Responsible
Teachers are supported through mentoring programs, teacher orientation, professional development opportunities, faculty meetings, and contractual benefits which support continuing education.	The school principal, district superintendent, and local Board of Education are responsible for retaining highly qualified staff.